**Funeral Service of the Unknown Australian Soldier**

**PJ Keating, Prime Minister 11 November 1993**

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| CONTEXT  75th anniversary of 1918 Armistice that ended Great War and opening of Hall of Memory at Australian War Memorial, Canberra  A public, State funeral service  Delivered in a sombre, lyrical tone suitable for remembrance service for dead | |
| IDEAS IN THE SPEECH  Pay homage and reverence to both known and unknown war dead  Also symbolic relevance: remembrance also reveals ideal of a uniquely Australian national identity and unity around iconic values of ‘mateship, ‘self-belief’ and ‘resilience’  Establishes a connection and relevance of war dead to modern audience  Focus on the common man – as an individual | |
| CONTENT | RHETORICAL TECHNIQUES |
| P1 Powerful, simple opening statement – not know name | Inclusive, present tense, high modality of ‘never will’. Anonymity makes him representative. A kind of Everyman, representing every Australian |
| P2. Identifiers of life listed – rank / battalion, born / died, where home / when left, age / circumstances – city / bush, occupation, religion, married / single, who – by whom loved, if children. | Personalises, creates identity by repeated personal pronoun ‘he’  Anaphora ‘We do not know’ – lends emphasis. Paired contrasts within sentences, continuation of 1st person inclusive. Culminates in stronger negative – ‘lost to us and he lost to them’, repeat of final high modality ‘we will never know’  Paradoxically, although these attributes are ‘not known’, their broad compass of human life reminds audience of individuality of lives lost. Has effect of personalising and individualising the dead soldier |
| P3 Statistics of those who served (324 000), volunteers (416 000) , died (100 000 total) | Statistics and repetition of large numbers – cumulative impact to emphasise brutal reality and high cost of war. Hard facts contrast with unknown of previous paragraph. |
| P4 Two simple statements: Unknown soldier’s identity links and creates bond between those who died and present audience | Short statements – high impact. Change to 3rd person voice to focus on the unknown soldier. Mystical, religious connotations of unity ‘He is all of them ..one of us’ |
| P5 Time shift – reminds audience of vast changes over 20th century | Metaphor of unstoppable change ‘tide of events’. Simile ‘like foreign countries’ and cumulation of adjectives creates sympathy and bond rather than distance for audience: ‘so dramatic, so vast and all-consuming ..beyond the reach of his imagination’ |
| P6 Lists possible motives for going to war: adventure, fear of shame, country and King | Focus now on soldier through use of 3rd person.  Low modality anaphora ‘he may have’ still reveals what is not known Sympathetic attitude to motives: naive innocence ‘an adventure to grand to miss’, courage and bravado ‘never live down the shame’, ‘duty’ |
| P7 Emphasises brutal horror of Great War – culminates in uncomfortable but inescapable question: died in vain | Repeated sequence of adverbial clauses ‘Because the Great War .because the waste of human life ..because the war which was supposed to end all wars’ build up to climax principal clause at end of paragraph ‘Unknown Soldier died in vain’  Low modality of ‘we might think’ following a dash/pause invites listeners to reflect and anticipate speaker’s response in next paragraph  Powerful, negative adjectives ‘mad, brutal, awful struggle’ and nouns ‘incompetence’, ‘waste’ – show destructive folly of war |
| P8 Turning point: emphatic ‘we declare that this is not true’. Transition from horror of war focus to ‘ordinary people’ as ‘heroes’ and highly emotive qualities | Metaphor of ‘lesson’ that has been ‘taught’ to modern audience suggests bond.  Powerful verb ‘transcends’ to make shift from highly negative emotive ‘horror and tragedy and the inexcusable folly’  Paradox ‘ordinary people ..were not ordinary’ to establish connection with ‘ordinary’ audience  Lists emotive attributes of ‘ordinary people’ who were also ‘heroes’: ‘endure hardship..show courage..bold as well as resilient’  Colloquialism and 1st person to sustain connection between long dead, distant soldier and present audience: ‘taught us ..to stick together’ |
| P9 Names ‘The Unknown Australian Soldier’: links nobility to ‘ANZAC story’ and ‘Australian legend’.  Lists qualities of this legend: ‘against the odds..in adversity’, they showed ‘courage and ingenuity ...free and independent spirits..bonds of mateship’ | 1st full reference to official title – repeated x 3 before end of speech. Serves to focus and remind audience of what we ‘have gained’ – honours memory but also makes relevant by connecting to present audience  Uses iconic terms of Australian national identity and anaphora ‘It is a legend’ : ‘ANZAC..triumph against the odds..bonds of mateship’  Formal, elevated diction ‘real nobility and grandeur  Paired contrast: ‘not the empires and nations, but to the people’, ‘not of sweeping military victories so much as triumph against the odds’, ‘less from military formalities..than from the bonds of mateship’ |
| P 10 Lists in pairs what Unknown Soldier NOT do: war – peace, soldier – civilian, one race, religion – another, men – women, one war – another, one generation – another | One long sentence with qualifying clauses of binary opposites to stress equality and unity of dead soldier with listeners today |
| P11 3rd successive paragraph, starts with Unknown Australian Soldier – links this to audience through return to inclusive language | Sustains unity of dead soldier to all other war dead and present audience through inclusive ‘all those men and women’ and emotive contrast: ‘what we have lost and what we have gained’ |
| P12 Restates 100 000 dead and great extent of the loss: ‘all their love ...all their hope and energy’ | Return to inclusive ‘we’. Shifts focus of previous 3 paragraphs on UAS back to audience perceptions and responses.  Reminds audience of extent of loss. Repetition of ‘all’ and connotations of religious qualities creates strong pathos ‘all their love of this country and all their hope and energy’ |
| P13 Moves to contrast ‘What we have gained’ with previous ‘We have lost’. Lists: ‘story of bravery and sacrifice ..a deeper faith..deeper understanding’. 1st direct reference to national identity: ‘what it means to be Australian’ | Continues direct address to audience ‘We have gained’  Nobility of diction suggestive of quasi-spiritual ideals: ‘a deeper faith in ourselves and our democracy, and a deeper understanding’ |
| P14 Qualified expression of hope: soldier of war becomes a symbol of peace | Low modality of ‘It is not too much to hope’ – and ‘might serve his country’ maintains solemn, understated tone of commemoration and Australian identity  Religious imagery: ‘might continue to serve’, ‘the sacrifice of the men and women’ and ‘faith enough for all of us’ –sustains connotations of deeper, enduring purpose to human costs of war |

PW ideas

Inclusive language: although used throughout speech, most direct address to audience is 1st 2 paragraphs and last 3. It seems to me the speech appeals to the listeners by 1st engaging them with considering who this soldier is and creating a type of identity for him; and, by returning back to the audience t the end to suggest what this Unknown Soldier should mean to us as present day Australians

Other word choice and rhetorical techniques: the middle bulk of the speech has a focus primarily on the Soldier. The audience is invited to consider various aspects but the main focus seems to me to be the attributes of the Soldier and what this means for the nation.

Enduring relevance: the speech proposes an Australian ‘character’ with certain attributes. It also honours the sacrifices of ‘ordinary people.’ It could also indirectly challenge or invite questioning: ‘a nation’s of peace’ (last paragraph) – is this valid, given Australian involvement in multiple wars? And, we have ‘lost more than 100 000 lives’ and ‘gained a legend’ – is this a fair exchange? The speech is careful not to cast any criticism of the war dead (by suggesting they were gullible or foolish, for example). But the language about WW1is strongly negative and it follows immediately after ‘his country and his King’. Could a subtext for this speech be the futility and waste of war, especially far removed from direct threat to Australia as was WW1? Just a thought.